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ABSTRACT

In order to determine the numbers and kinds of prisoner education programs offered by postsecondary institutions nationwide, letters were sent to 347 colleges and universities known or believed to be operating such programs. Of these, 99 reported that they had no such program in operation, 237 described their programs, and 11 did not respond. An analysis of the program descriptions indicated that: 63 consisted of one or more academic or vocational courses offered for credit, but leading to no particular degree; 9 consisted of non-credit courses (human development, arts and crafts) only; 15 consisted of vocational or occupational courses only; 13 consisted of TV, videoc-tape, or electrowriter courses only; 7 consisted of GED (General Educational Development), ABE (Adult Basic Education), or high school equivalency courses only; 7 consisted of correspondence, extension, or independent study only; 13 consisted of study-release courses only; and 80 were multi-component programs incorporating at least two of the above elements. Two programs trained inmates as teachers or tutors for their fellow students and four used student interns or volunteers to provide educational opportunities to offenders. This report contains a brief history of prison education programs, a description of the methodology used in previous surveys and in this survey, and the descriptions and a directory of the programs identified. (DC)

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OFFENDER ASSISTANCE PROGRAMS

OPERATED BY POSTSECONDARY INSTITUTIONS OF EDUCATION - 1975-76

A Report by Ellen B. Emmer:

JE 760 402

OFFENDER ASSISTANCE PROGRAMS
OPERATED BY POSTSECONDARY INSTITUTIONS OF EDUCATION

A Report by Ellen B. Emmert
Offender Assistance Through Community Colleges
American Association of Community and Junior Colleges
James R. Mahoney, Project Director, Editor

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HISTORY OF PROGRAMS

Education programs in prisons are not a new phenonoma. In an article in the November, 1973 issue of Change, Stuart Adams pointed out that in 1876 Elmira Reformatory opened in New York with both a vocational training program and a "school of letters", and by the end of the 19th century both kinds of programs were common in the prisons in those states with the most progressive attitudes toward incarceration and rehabilitation.^{1/} The numbers of academic education programs have continued to grow over the years. Many of the earliest of these programs were designed to provide high school diplomas or to prepare inmates to take the General Education Development (GED) exam. By the 1950's as noted by Adams, these programs had produced numbers of inmates who wanted to continue their education and who needed access to college level courses. Many prison systems responded to this need by providing correspondence courses for eligible inmates. At the same time, colleges and universities located near prisons began to compete with correspondence schools by providing instructors who went into the prisons and taught classes directly to the inmates.^{2/} This was an important development because most prison systems operate under restricted budgets and do not have the funds to hire certified teachers in the numbers necessary to provide complete postsecondary education programs.

During the decade of the 60's, the number of programs offered inside prisons by colleges and universities increased rapidly. A 1973 NewGate survey found that of 218 institutions offering higher education programs, 166 (76.1%) of the programs which involved in-person teaching were conducted by colleges and universities.^{3/} The remaining 52 programs were comprised of correspondence courses, TV offerings, or involved prison teaching staff. AACJC's own survey identifies 237 colleges and

^{1/} Stuart Adams, "Higher Learning Behind Bars", Change, Vol.5, No.9, November, 1973.

^{2/} Ibid.

^{3/} Rex H. Herron, John T. Muir, Dorsey Williams, "National Survey of Postsecondary Education Programs for Incarcerated Offenders", National Council on Crime and Delinquency, NewGate Resource Center: Hackensack, N.J., July, 1973.

universities which offer in-person courses, an increase of 42.7%. As the number of these programs has increased, many of them have broadened their scope so that inmates may earn either Associate or Bachelor's degrees or occupational certificates. The AACJC survey lists 52 in-prison degree programs. Adding to that total the NewGate, ex-offender, primary resource, study release, and teacher training degree programs gives a total of 97 degree programs, 30.5% of the total.

Along with the proliferation of academic programs has come a growth in programs designed to provide occupational training to inmates. In 1934, the Federal Prisons Industries, Inc. was established to provide occupational training in federal prisons. In many cases the equipment used for the training was outmoded and critics of the program claimed that inmates were being trained in skills for which there was little demand in the outside world.^{4/} Improvement has been made in this area, in part because of the involvement of community colleges in higher education programs for offenders. Most community colleges now provide a broad selection of two-year occupational certificate or Associate of Applied Science degree programs, ranging from agriculture, construction, and fire science, to data processing, food service management, and law enforcement. Although colleges are often hampered in their efforts to provide all these courses to inmates inside prisons because of the lack of money to set up shops and labs, the colleges and prison administrators have worked together to overcome these difficulties. Innovative and non-traditional occupational courses are increasingly being opened up to inmates. It should be noted that colleges and universities are not alone in their efforts to educate inmates to achieve a marketable skill. Corporations and unions have also become involved in these efforts; for example, IBM, Exxon, Volkswagon and the AFL-CIO all have training programs involving offenders.^{5/}

^{4/} Sylvia D. Feldman, "Trends in Offender Vocational and Education Programs: A Literature Search with Program Development Guidelines", American Association of Community and Junior Colleges, under grant from FIPSE, U.S.O.E.:Washington, D.C., January 30, 1975.

^{5/} Ibid.

The programs noted above have been primarily offered within the prisons. The growth of programs which allow inmates to attend classes on campus through study release has been much slower. The trend has been increasing since 1965, but because, "The availability of study release to institution residents is determined by ^{6/} both State legislation and administrative discretion..." the growth has been slow. The numbers of students on study release is modest: the NewGate survey documented 1,552 (13.2%) inmates participating in study release programs out of 11,754 inmates involved in higher education programs.

Study release programs can be important in overcoming some of the problems inherent in higher education programs operated within prisons. The first problem is the lack of laboratory space which often circumscribes or prevents the inclusion of inmate courses in the physical sciences. While some of the higher education institutions which offer in-prison programs have undertaken to raise funds to equip labs inside the prison, it may be more feasible and economical for the inmates to be allowed to attend classes in already existing and equipped laboratories on the college campus. The second problem, similar to the first, is that of inmate access to adequate libraries. Again, allowing inmate-students to use the existing college facility may make more sense than trying to augment the prison's library. Finally, because it is not possible for colleges and universities to offer their entire catalogue of courses to inmates within prisons, allowing the inmates to study on campus means that they are exposed to a much broader range of courses from which to choose. It also provides them with contact with other students in the normal academic setting and this can be an important step in their successful reintegration into society. Most of the schools covered in this directory offer study release programs but they usually report no more than 10 students participating and often as few

^{6/} Rex H. Herron, John T. Muir, and Dorsey Williams, "National Survey of Postsecondary Education Programs for Incarcerated Offenders", National Council on Crime and Delinquency, NewGate Resource Center: Hackensack, N.J., July, 1973.

as four or five.

There is little data on the number of prisoners who continue their education upon their release from prison. Our directory reports only 13 programs designed for ex-offenders, although the nine programs which we have designated primary resource programs usually do serve ex-offenders along with probationers and persons participating in diversion programs. But even adding both these categories together, we catalogue only 22 programs which are concerned with serving the post-incarceration needs of released offenders.

In summary, the growth of academic and occupational higher education programs for offenders over the years is substantial. In a paper published earlier this year, Sylvia G. McCollum, Education Administrator for the U.S. Bureau of Prisons, estimated that the daily prison population in the United States is 400,000. Of this number, approximately 150,000 are confined in local and county jails and serving short sentences which make higher education programs difficult. There remain 250,000 inmates, 23,000 in federal prisons and the rest in state penal institutions. Ms. McCollum noted that while no precise figures exist on the numbers of inmates involved in higher education programs surveys indicate that the number ranges between 1% and 5%.^{7/}

In 1973, the National Advisory Commission on Criminal Justice Standards and Goals published their sixth report, entitled Corrections, in which they called for every correctional institution serving juveniles and adults to "...have a comprehensive, continuous education program for inmates."^{8/} The colleges and universities listed in this directory are making efforts to address themselves to the needs of the inmates numbered by Ms. McCollum and to realize the Advisory Commission's goals.

^{7/} Sylvia G. McCollum. "College for Prisoners", Learner-Centered Reform, ed. Dyckman W. Vermilye (San Francisco: Jossey-Boss, 1975)

^{8/} Corrections, Report of the National Advisory Commission on Criminal Justice Standards and Goals: Washington, D.C.

BACKGROUND OF THE SURVEY

Various surveys of higher education programs designed for offenders have been conducted over the past several years. Generally, two approaches have been taken to the collection of the data for such surveys, depending upon the kind of information sought. Surveys designed to measure the number of postsecondary education programs available to offenders usually poll local, state, and federal corrections institutions and relevant criminal justice system officials for information. The Adams and NewGate surveys described below are based on such an information base. These surveys provide valuable quantitative data on the number of correctional institutions offering postsecondary education programs, the number of inmates served, and the number of courses offered. Because of the sources of information tapped, the data is usually limited to programs operating within prisons or study release programs.

Those surveys whose purpose is to document the numbers of postsecondary education institutions involved in the operation of programs designed for offenders, as are the Drury, Adams and NEXUS surveys, also described below, depend on contacting colleges and universities directly for information.

The AACJC directory of offender programs includes information secured from state correctional education administrators, but for the most part the information was collected directly from the postsecondary institutions operating the programs. We were interested in trying to define the scope of the involvement of these institutions in education programs for offenders. We wanted to show the spread of program design because this list is intended to serve as a resource document for community and four year colleges and universities which are interested in implementing offender programs or which have such programs in operation but may wish to expand or change them. It is further hoped that it will also be of use to criminal justice system officials by suggesting possible areas of development of existing higher education programs. This being the case, we

did not limit ourselves to only those programs which provide postsecondary education courses, but rather asked the colleges and universities to describe all of their program efforts in this area. Within the directory will be found programs which concentrate on providing ABE and GED courses, vocational courses, noncredit development courses, as well as those offering college credit courses or degree programs. We also asked the colleges and universities to describe, in addition to their in-prison programs, their efforts in study release, programs for ex-offenders, programs operating in halfway houses or community corrections centers, those which function as components of diversion programs, and those which serve as primary resources for the offender, providing, if necessary, services which go beyond educational offerings.

PREVIOUS SURVEYS

In 1968, Stuart Adams published a study based on data obtained from "...four waves of letters and questionnaires..."^{9/} These were sent first to correctional education supervisors and later to directors of correction in the U.S. Bureau of Prisons and throughout the 50 states. Of the 46 prison systems responding to his questionnaires, Adams found that 31 (75%) offered some kind of college program; these included correspondence courses, extension divisions of nearby universities and colleges, TV instruction, or education release.

In July 1973, the NewGate Resource Center of the National Council on Crime and Delinquency published the National Survey of Postsecondary Education Programs for Incarcerated Offenders.^{10/} This survey, based on "...all major state and federal adult institutions listed in the ACA Directory 1972..." was conducted by telephone to institution officials. A questionnaire was utilized and data was collected on 305 institutions. The survey defined postsecondary education as "...any academic,

^{9/} Stuart Adams, "College-Level Instruction in U.S. Prisons", School of Criminology University of California, 1968.

^{10/} Herron, et al., National Survey of Postsecondary Education Programs for Incarcerated Offenders

vocational, and/or technical course work that requires either a high school diploma or a GED certificate as a prerequisite for enrollment." Of the 305 institutions polled, 218 (71%) reported that they offered higher education programs to their inmates. As has been noted previously, 71.6% of the programs offered a degree or a technical certificate. The majority of these programs, 166, involved in-person teaching by faculty of colleges and universities. The survey also found that the numbers of courses offered has increased over time from the base year of 1965 from approximately 398 to 1,351; that the availability of study release programs has grown since 1965 from 1 institution to 144 in 1973; that the numbers of students participating in all such programs had grown from an estimated 4,541 to 11,754. The survey offered a concluding summary which acknowledged the growth in both the number of classes offered and the numbers of inmates being served, but it warned:

"We hope these figures will not add to the omnipresent danger popularly termed complacency. The ranges of programs run the gamut from one class for 10-15 "select" students to institutions offering 30-40 college classes and serving 3% of their population and those which offer Associate or Baccalaureate degrees inside the walls. Many of the people reading this may have reason to say "we are doing very well." We hope they will ask why they cannot do more." 11/

In 1971, Stuart Adams and John J. Connolly conducted a survey of junior colleges operating offender education programs which was reported in the AACJC Journal.^{12/}

Adams and Connolly made a detailed mailing to 121 community and junior colleges. Of the 100 schools responding, 65% reported that they operated their programs inside prisons, 17% had programs operating at both the corrections facility and the college, and 15% offered classes on campus only. In-person instruction was offered in 93% of the programs, 2% offered correspondence courses and 4% utilized TV instruction and electrowriter systems. These schools had 6,891 offender enrollees.

In October 1973, Dr. Edward J. Drury, of the Center for Urban and Regional Affairs

11/ Ibid., p.16

12/ Stuart Adams and John J. Connolly, "Role of Junior Colleges in the Prison Community", AACJC Journal, Vol.41, No.6, March 1971.

at the University of Minnesota prepared a report based on information he had secured ^{13/} from colleges and universities. The report lists 112 programs by school and it includes formal, structured courses as well as volunteer efforts. It does not include independent correspondence study. The report was originally not intended for national distribution, but rather was prepared "...for interested people at the University of Minnesota to give them an idea of comparable higher education programs at penal institutions...Consequently, there is no claim that the inventory is complete."

In the summer of 1974, NEXUS, a telephone information service of the American Association for Higher Education, published a list, by state, of postsecondary education institutions which were operating prisoner education programs and briefly described the programs. ^{14/} Wendy Lowe, a student intern with NEXUS, worked from the Drury Inventory and other information and used letters and the telephone to compile a list of 139 colleges and universities with program offerings for offenders. Programs included non-credit seminars, college credit programs, education release, and vocational training programs. No statistical breakdown was made of the programs.

METHODOLOGY USED IN THE AACJC SURVEY

A series of four letters was devised and an initial mailing made in July, 1975. Four different letters were used because we were dealing with four different sources of information. These were:

1. Colleges and universities for which we had sketchy program information.

These names were culled from our files of people who had written for information about the AACJC Offender Assistance program and who had briefly described programs they were running, and information obtained from a test mailing made to 50 randomly selected community colleges (one in each state)

^{13/} Edward J. Drury, "Inventory of Higher Education Programs in State and Federal Penal Institutions During the 1972-73 Academic Year", University of Minnesota Center for Urban and Regional Affairs

^{14/} Wendy Lowe, "Prisoner Education Programs - Post-Secondary Education", NEXUS: Washington, D.C., August 1974.

made during the planning phase of the AACJC project. We sent out 21 of these letters in which we described their programs as we understood them and asked each college or university to make necessary corrections and return the information to us. We received replies to 18 of these inquiries.

2. Colleges and universities which we understood to have programs. Again, some of these names came from our files but most of them were taken from the U.S. Bureau of Prisons' Directory of Higher Education in the Federal Prison System, April 24, 1975 which lists colleges and universities serving federal prisons but does not describe the programs. The letter explained that we understood they had a program in operation and asked for a description. We mailed 126 of these letters and received 102 replies.
3. The NEXUS list mentioned above. We sent letters to 125 of the institutions on this list, enclosing the NEXUS description and asking them to make any necessary corrections. We received 115 replies to this letter.
4. A fourth letter was mailed out at the end of July to individuals identified in the National Directory of Chief Education Officers in Adult and Juvenile State Correctional Systems of the U.S. A., January 1, 1975, compiled by Harrison L. Morris, Director, Educational Services, Ohio Dept. of Rehabilitation and Corrections. We asked the educational officers to give us any information they had concerning higher education institutions which were operating programs for offenders within their state systems. We sent letters to 54 of these officers and received responses from 23 who provided us with the names of 75 additional institutions which we polled. This brought our original mailing to colleges and universities to 347.

In all of the letters we explained that we were interested in all types of education programs designed for offenders and we asked them to identify any other

higher education institutions with whose programs they were familiar.

In early September 1975, we sent a follow-up mailing to the 165 schools which had not responded to our original letters. On December 1, 1975, Dr. Gerald L. Durley, Director of the Thirteen-College Curriculum Program of the Institute for Services to Education, Washington, D.C., polled ISE's 100 member colleges for information on offender programs which they might be running. Dr. Durley received 48 responses to his poll which he shared with us.

By January 1, 1976, we had received program descriptions from 237 colleges and universities, 53% of the total polled. We also received replies from 99 institutions which reported that they did not have such programs in operation.

The methodology used has been described in some detail so that future efforts at surveying higher education institution programs will be able to take advantage of our sources and experience. This directory does not purport to be a complete listing of all the education programs offered by postsecondary institutions within the United States. Both staff and financial constraints have forced us to limit our survey. But although not a complete listing it does show that the numbers of these programs continue to grow and that colleges and universities have become significantly involved in the effort to provide educational opportunities to offenders.

DATA ANALYSIS

In order to analyze the data shown in the following chart, programs have been broken down into two broad categories. The first includes programs based upon their content, and includes degree programs, non-degree academic and vocational courses, vocational and occupational programs, and others. This breakdown gives an indication of the various kinds of programming institutions of higher education are offering to offenders. The second category is concerned with the populations served by the programs.

STATISTICAL ANALYSIS

PROGRAMS BY CONTENT

	<u>NUMBER</u>	
Credit courses (academic and vocational) not necessarily leading to a degree	63	21.4%
In-prison degree programs	52	17.6%
Other degree programs (NewGate, ex-offender, primary resource, study release, teacher training)*	45	15.3%
Vocational/occupational/career education programs <u>only</u>	15	5.1%
NewGate programs	8	2.7%
TV/video tape/electrowriter courses <u>only</u>	13	4.4%
GED, ABE, high school equivalency <u>only</u>	7	2.4%
Correspondence/extension/independent study <u>only</u>	7	2.4%
Noncredit courses - human development, arts and crafts <u>only</u>	9	3.1%
Study release programs <u>only</u>	13	4.4%
Programs training inmates as teachers or parateachers	2	.7%
Programs using volunteers/student interns	4	1.4%
Multi-component programs incorporating several elements, i.e., academic and vocational courses, ABE, study release, counseling, etc.	<u>80</u>	27.2%
TOTAL	295	

PROGRAMS SERVING SPECIAL POPULATIONS

Ex-offender programs	13	4.4%
Jail or other short-term correction center programs	12	4.1%
Primary resources for probationers, parolees, diverted felons	9	3.1%
Co-learning programs involving staff, inmates, community	8	2.7%
Programs serving women	26	8.8%
Programs serving youth	4	1.4%

*To arrive at an accurate number and percentage for programs in this category, NewGate, ex-offender, primary resource, study release and teacher training programs have been added together to reach the total of 45. However, because NewGate, study release, and teacher training appear as separate items in this list, only ex-offender (13) and primary resource (9) programs have been counted from this line to arrive at the grand total of 295 programs.

PROGRAMS BY CONTENT

Credit Courses Non-Degree

An examination of the data contained in the chart reveals that a majority (21.4%) of the offender education programs surveyed which are operated within prisons consist of one or more academic or vocational courses. These courses may be offered for credit but the programs themselves are not necessarily structured to allow an inmate-student to achieve a degree. There are several disadvantages and advantages to these programs. One disadvantage is evident in that several schools indicated that the extent of their course offerings often depends upon inmate interest. This may prevent a variety of courses from being offered. Also, if inmate interest lags from one semester or quarter to the next, or is uneven across curriculums, the courses are generally dropped. Another problem of these kinds of programs is the frustration which may arise from lack of variety or more probably the inability of inmates to pursue a sequential course of study towards a degree.

The advantage of such programs is that they can serve to introduce inmates to college level academic and vocational studies and to give them a chance to test their own abilities, interests and commitment. In that sense they are a kind of testing ground for inmates.

Interestingly, they appear to be a testing ground for the college or university as well. Of the 52 institutions reporting degree-granting programs inside prisons, many indicated that these programs had not been instituted as such, but rather had developed out of programs which were initially rather modest in scope. The experience gained from these initial programs, the high degree of commitment and achievement of inmates, and the support of corrections staff, led them to expand their programs to provide a full range of curricula leading to the AA or BA degrees. An example is the Genessee Community College program operating at Attica prison in New York.

The program began in 1973 with 35 inmates enrolled in six different courses; today 217 inmates are enrolled in 35 different courses. The program held its second annual commencement exercises in September of 1975.

Vocational-Occupational Programs

Fifteen of the programs described in the survey are limited to vocational and occupational training. This may be a logical outgrowth of the vocational programs which have been part of the training offered within corrections facilities for years, and the natural desire on the part of inmates to acquire work skills to prepare for their release. However, many of the colleges and universities involved in this training have gone beyond the traditional areas (automotive mechanics, masonry, drafting, etc.) and have developed innovative areas of vocational training. Joliet Junior College in Illinois is offering accounting/data processing, horticulture and industrial electricity courses. El Paso Community College offers a 15 week course in dairy production. At El Reno Junior College in Oklahoma, a one-year management training program was begun in the fall of 1975. This program will train inmates in mid-management, marketing and merchandising, and small business operation. The New York City Community College has put together an impressive package of vocational training and basic skills improvement courses for both inmates and ex-offenders. A number of schools, especially community colleges, offer technical degrees or certificates in these programs. Community colleges are well suited to provide these kinds of opportunities because many of them emphasize both vocational and academic training as companion curricula.

Televised and Video Taped Courses

The City Colleges of Chicago use TV in their program as does the state of Oklahoma which has an extensive system of televised instruction involving 11 colleges and universities and is tied into all state penal institutions. The large number of

Oklahoma higher education institutions involved in this TV system accounts for most of the programs numbered in this category. Televised instruction is not too widespread in part because of the heavy initial costs of setting up such a system. Televised instruction has drawbacks; lack of face-to-face contact with professors is one of them. But the potential to serve large numbers of people within institutions, the variety of course offerings made possible, and the relatively low long-range cost of such programs is significant.

GED, ABE, High School Equivalency Courses

A small number of the programs surveyed (2.4%) are limited to GED, ABE, and high school equivalency courses, although these are often components of broader programs. For the most part, these programs are offered at jails or other short-term corrections facilities. Their limited scope appears to be dictated by the fact that inmates at these institutions serve relatively short terms. However, it should be noted that the survey describes at least three ambitious jail programs: the El Centro College program in Dallas, the University of Massachusetts/Amherst program at the Berkshire House of Corrections, and the new program being operated at the Dade County Jail by the Miami-Dade Community College in Florida. El Centro, for example, offers classes in architecture, business, psychology and sociology.

Correspondence, Extension, Independent Study Courses

Few colleges or universities (2.4%) indicated that their education programs consisted solely of these courses, although some offer them in addition to their other programs. Correspondence, extension and independent study courses require physical conditions and a degree of commitment difficult to achieve, whether students are incarcerated or not. Inmates, suffering from lack of privacy, suitable study areas and study time, and the general conditions of prison are additionally handicapped. These kinds of courses may be justified for inmates incarcerated in facilities remote

from colleges and universities, but as community colleges become ubiquitous, this reason will no longer be compelling and the need for correspondence courses will decline further.

Noncredit Courses - Human Development, Arts & Crafts

Three percent of the programs listed offer noncredit courses in human development or arts and crafts. These courses are generally aimed at helping inmates increase their self-awareness or as recreational offerings. Macalaster College, for example, offers a creative writing course; the Seminole Community College offers a course titled "Value Clarification and Goal Setting"; and Hartnell College in California offers a series of 16 seminars of 6-8 weeks duration designed to increase "psychological and sociological awareness".

Study Release Programs

Many of the colleges and universities surveyed include study release opportunities as part of their offender programs, but most of them report fewer than 10 such students on their campuses. Our survey does describe 13 study release programs, several of which are quite ambitious and involve significant numbers of offenders. The Hostos Community College program, initiated by interested inmates at the Greenhaven Correctional Center in New York, is a good example of a large program which was developed with the cooperation of the inmates, the college and the corrections staff. Fiorello H. LaGuardia Community College, also in New York, is another example of a large program targeted to serve 40 inmates.

Teacher and Parateacher Training Programs

Although there are a few programs which use inmates as tutors for their fellow students, two programs are designed to train inmates as teachers or parateachers. The Loretto Heights College program in Denver is part of a University Without Walls/Teacher Corps effort which, as noted in the directory, operates at three other

colleges across the country. The program is designed to help inmates achieve a BA or MA degree and teacher certification. The Northampton County Area Community College program in Pennsylvania trains long-term inmates and lifers to serve as parateachers within the prison.

Volunteer/Student Intern Programs

One category of programs is that in which volunteers or student interns are used to provide educational opportunities to offenders. The Oregon State University uses volunteers to conduct college credit courses. The University of South Carolina uses professors, instructors and students in a volunteer teaching program. A somewhat different approach to the use of students as teachers has been taken by East Texas State University's program at the penitentiary at Texarkana. In this program, education majors satisfy their internship requirements by tutoring at the prison. Undergraduate students in the counseling and guidance curriculum also work at the prison, participating in group sessions as part of a self-help program.

Multi-Component Programs

Eighty of the colleges surveyed (27.2%) offer programs which combine several of the elements enumerated above. Federal City College in Washington, D.C. offers a complete freshman year curriculum at Lorton Correctional Complex, a study release program, and a federal intern program for inmates. The Junior College of Albany provides courses in remedial writing and math and supportive services in diagnostic testing, academic and career counseling. Southern Illinois University operates a four year degree program at various correctional facilities in Illinois as well as participates in a study release program in a halfway house. Jackson Community College in Michigan provides academic and vocational degree programs and a pre-release program which counsels inmates on how to deal successfully with the daily problems of living in the outside world. This complete approach to programming, providing basic skills development, counseling, and financial aid, uses the broad resources of colleges and universities.

NewGate Programs

NewGate is a program characterized by a continuum of services beginning with in-prison college preparation courses and terminating with on-campus course work. Three basic efforts underpin this program: pre-release counseling, intensive technical or educational preparation before release, and a post-release schedule of guidance, counseling, and, in some cases, therapeutic support, as well as a continuation of the education/skill program. The fundamental activity of the program is to meld community people and resources into the correctional programs and develop community-based systems into which inmate-students can move upon final release. Although each of the operating programs is distinctive, they share philosophies, goals, and general structure. According to the 1973 NewGate directory, the following states have programs: Kentucky, Oregon, Colorado, Minnesota, Missouri, New Mexico and Pennsylvania. In 1974 Ohio instituted such a program.

PROGRAMS SERVING SPECIAL POPULATIONS

Ex-Offender Programs

A number of higher education institutions have developed broadly supportive ex-offender programs. The California state system has an unusually large number of such programs. These programs function as a "bridge" for ex-offenders. Many of them recruit participants from the about-to-be-released inmate populations of state and local penal institutions. They then provide assistance with admission and registration, counseling, financial aid and job placement services. At Pima College in Tucson, Arizona, the college works with inmates to set up parole plans and continues assistance with admissions, housing, and other details upon their release. The California State University at Chico provides all of the above named services and acts as liaison between the offender and community human assistance agencies.

Jail and Short-Term Correction Center Programs

Twelve (4.1%) of the programs described are operated in jails or other short-term corrections centers. The major problem facing higher education institutions which operate such programs is that of scheduling courses of study for inmates with short sentences. The institution programs described in this directory take several different tacks in their attempts to meet this problem. There are programs, like that of Camden County College in New Jersey, which concentrate on providing vocational or GED and ABE courses. Broome Community College in New York offers introductory courses to familiarize inmates with college level courses and to encourage them to develop higher education goals. These kinds of programs are valuable in that they prepare inmates, by providing them with a high school diploma or by acquainting them with the nature of college level courses, for further involvement in higher education.

Several of the institutions surveyed have developed extensive jail programs. Delta College in Michigan, acting as part of a consortium with the public schools, offers courses on various levels, from ABE to college credit. The Miami-Dade Community College program in Florida is another effort to provide extensive academic and vocational courses to residents of the local jails. The University of Massachusetts/Amherst program at the Berkshire County House of Corrections, and the El Centro College program at the Dallas County Jail offer full degree programs to inmates. The University of Massachusetts/Amherst Model Education Program is multi-faceted and has been the springboard for additional projects including a volunteer program which transports inmates and correctional staff to a state school for the retarded to do public service work. The El Centro program offers six week fastrak courses including more than 50 developmental, academic and vocational classes. This program serves 556 inmates, both men and women.

Primary Resource Programs

Nine of the programs described (3.1%), serve as primary resources for probationers, parolees, and diverted or deferred prosecution offenders. Two examples of these programs are the Aims College program in Colorado and the AACJC offender programs which operate at Central Piedmont Community College in North Carolina, the Florida Junior College at Jacksonville, and the Community College of Denver. In the Aims program, the college participates in an adult diversion project with county human assistance agencies, lay people from the community and the District Attorney's office. Diverted felons are counseled and helped in drawing up behavioral contracts. If educational training is part of their contract, Aims assists the clients to facilitate the agreements. In the AACJC programs, targeted for first time convicted felons, the colleges provide academic services, counseling and serve as liaison between the offender and community human assistance agencies whose services may be needed by the offender. This program has as its goal 540 offenders enrolled in some facet of the program at the end of its 18 months of operation. In both these programs the colleges have gone beyond the offering of educational and vocational benefits and have become involved in a broader program with the community.

Co-learning Programs

Co-learning programs involve the participation of correctional staff, community residents, and/or regular college students in offender education programs. Eight such programs are listed in this directory. The El Centro College and the University of Massachusetts/Amherst programs described in the above section are co-learning efforts. Skidmore College in New York offers courses in which corrections staff and inmates participate, as does Eastern Kentucky University. Augsburg College in Minneapolis operates a program in which equal numbers of inmates, staff and community people, as well as regular college students participate. Of the 400 people involved in the Shawnee College program at the Vienna Correctional Center in Illinois, approximately

half are inmates and half are non-offender students who come from the community to attend classes within the prison.

Programs Serving Women

In 1973, there were 6,684 women incarcerated in state and federal penal institutions, representing 3.27% of the total population of those institutions.^{15/} Our survey would appear to indicate that since 8.8% of the programs surveyed (26) serve women, these programs are adequately addressing this inmate population. (This number does not include the ex-offender and NewGate programs listed, most of which are coeducational.) However, only five (1.7%) of these programs serve women exclusively. These include the programs operated by York Junior College in Nebraska, Westchester Community College in New York, Chaffey Community College in California, Mercer University in Georgia, and Iowa Central Community College. The remaining 21 programs serve women and men jointly.

Programs Serving Youth

The small number of programs serving youthful offenders probably reflects the fact that they are often too young to be enrolled in college or university education programs. Where they are old enough to participate, college credit courses can be offered as is done in the program run by Gaston College in North Carolina. Delaware State College uses student volunteers with backgrounds or majors in the social sciences to provide vocational and education counseling to youthful offenders incarcerated at the Delaware Correctional Center. But the most productive programming for this group of offenders may be GED, ABE and high school diploma courses which will enable them to continue their education if they so choose.

^{15/} Prisoners in State and Federal Institutions on December 31, 1971, 1972 and 1973,
National Prisoner Statistics Bulletin, U.S. Dept. of Justice, LEAA: Washington,
D.C., May 1975.

PROGRAM DESCRIPTIONS

ALABAMA

Alexander City State Junior College, Alexander City

The college offers a complete two-year program leading to the AS degree in General Studies and Business Administration, and an Associate in Applied Science degree which complements the technical school training which inmates receive within the technical schools of the prison system. The program operates at the Draper Men's Prison, Tutwiler Women's Prison and the Frank Lee Youth Center. Counting only those students who completed two or more full quarters (6 months), the program served 198 students during the 1974-75 academic year. Program graduated 9 inmates in 1974 and 15 inmates in 1975. During the last year, 18% of the long-term students were paroled or released to continue their college education at other two and four year colleges.

Troy State University System, Maxwell AFB, Montgomery

College credit courses inside the prison facility at Maxwell and at Draper Men's Prison.

ARIZONA

Central Arizona College, Coolidge

College offers 10 full time vocational programs and 25 academic classes each semester within the Arizona State Prison which leads to the AA degree. A college work-release program is available to a limited number of women inmates and leads to an AA degree. A work-release program is also available to a limited number of male inmates for special occupational programs in evening classes on campus.

Eastern Arizona College, Thatcher

College operates a program which leads to an AA or AAS degree for offenders at the Fort Grant Training Center. Current enrollment (fall 1975) is more than 200 students with a full-time instructional staff of 16. College also offers extension classes to inmates and personnel at the Safford Conservation Center and the Safford Federal Prison Camp.

Pima College, Tucson

College operates an ex-offender program which served 282 people from fall 1974 through July 1, 1975. Program has helped offenders in setting up parole plans and works to assist them upon their release. Program provides assistance with admission, employment, housing, food and other personal needs. Counseling is offered. Many of the services offered are made available to family members of persons incarcerated.

University of Arizona, Tucson

College operates "Microcampus" which uses videotape courses of classes which are sent to inmates of the Arizona Prison at Florence. Sponsored by the College of Business and Public Administration, the program will provide four courses for inmates during the 1975-76 academic year. Courses are also open to corrections personnel. Courses may be audited by everyone in the prison through the prison's cable TV system. Inmates and staff who wish to take courses for residence credit must go through normal admission procedures.

CALIFORNIA

Allen Hancock College, Santa Maria

Since 1971 Allen Hancock has been offering a full curriculum leading to the AA degree at the Federal Correctional Institute at Lompac. During the spring of 1973 several vocational courses were added to the curriculum, and the Associate in Science degree also became available at the FCI. Students pay no tuition and books are supplied. High school graduates and those with GED equivalents are admitted into the degree programs. Inmates who do not meet these requirements may enroll in vocational training-related classes, i.e., industrial math and drafting.

California State College, Dominguez Hills

College operates the Prison Release Program which offers potential ex-offender students assistance with admissions, counseling, tutoring and other services to assist them in successfully matriculating at the college.

California State Polytechnic University, Panama

The University has been operating Project SPAN (Special Project on Alcoholism and Narcotics) since 1971. The program is designed for selected parolees discharged from California state penal institutions. Students are provided many services by the University, including counseling, financial aid, tutoring, legal aid and an emergency cash fund.

California State University, Chico

The University operates a parolee program which is an outgrowth of the Educational Opportunity Program. Program began in 1971 and now has 39 students on campus involved in full-time degree programs. The program recruits students from various correctional institutions in California. The program provides supportive services which include assistance with admission, academic, personal and financial aid counseling, temporary housing upon release, tutoring, study skill development, and testing. The program refers students to community human assistance agencies for emergency cash grants, employment placement and permanent housing.

California State University, Long Beach

University operates "Project Chance", an educational program designed to aid ex-offenders in applying for and being admitted into the university. Approximately 250 students from state and federal prisons throughout Southern California have gone through the program since its inception in 1972, with an annual increase of 50 per academic year.

California State University, Los Angeles

PINTO program conducts extension courses within penal institutions, and assists parolees attending the university.

California State University, Northridge

The University operates a program for ex-offenders called EXPAN. Students are recruited from all correctional facilities in California and admission is available to any person convicted of a felony. If an applicant can meet regular admission requirements he or she is admitted under regular admissions and all the benefits of being an EXPAN student are made available. If the applicant is unable to meet regular admission requirements, the program has 20 special admission slots for the year. The university enrolled 20 new EXPAN students in the fall of 1975; these freshmen are required to take two tracking classes and to participate in group counseling sessions once a week. The program is staffed by ex-felons. Tutoring and study sessions will be available in all classes. The program includes a work-study component.

California State University, Sacramento

University operates "College Parolee Program" which offers education opportunities to ex-offenders. Primary function of the program is to provide supportive services to ex-offenders enrolled at CSUS, in the community, and about to be released from incarceration. Program services include admission and registration assistance, counseling, guidance, financial aid and other pertinent services according to individual need.

California State University, San Diego

University operates College Ex-Offender program which is administered by ex-offenders with the assistance of the university and Educational Opportunities Program administrators. Program attempts to recruit offenders from various prisons and county corrections institutions and promotes college education as a means of self-determination and social re-adjustment.

Chabot College, Hayward

Counseling, college credit and vocational courses are offered at Santa Rita Rehabilitation Center. Basic adult education classes are also offered for students needing preparation for college level courses.

Chaffey Community College, Alta Loma

Courses offered inside California Institute for Women.

College of Marin, Kentfield

AA degree program at California State Prison, San Quentin. A variety of classes in natural and social sciences, humanities and learning skills are offered. Counseling is also available.

Feather River College, Quincy

College offers primary resource for accused offenders who are released on their own recognizance pending court hearing or trial. The ROR participants are generally first time convicted misdemeanants or felons. Offender candidates are screened by both probation and college officers. The college also conducts a modest study-release program. Both programs have been running for four years.

Grossmont College, El Cajon

College operates program called "Release Aid" for ex-offenders. Program has residence requirements and recruiting is done in the six county honor camps and two women's institutions near Los Angeles. Program had 46 students enrolled in the summer of 1975.

Hartnell College, Salinas

College operates a Title I project at Soledad Prison. One-year program funded by California Postsecondary Education Commission; series of 16 seminars of 6-8 weeks duration which seek to increase psychological and sociological awareness of residents. Not for credit.

Lassen College, Susanville

College offers 13 academic courses per semester at California Correctional Center.

Porterville College, Porterville

College operates Project C.A.L.L. (Counseling Adults for Lifelong Learning) for ex-offenders and probationers. Project offers occupational and vocational counseling, a part-time psychologist, a drug rehabilitation program; group sessions and tutoring.

Sacramento City College, Sacramento

College operates "Project Alpha" (formerly Project Self-Help) which will recruit approximately 100 ex-offenders a year into the college and provide technical and moral support during their participation in the program. Project began operation in September, 1975.

San Joaquin Delta College, Stockton

Occasional college credit courses at Duel Vocational Institute, Tracy, Karl Holton, Stockton and Preston Schools of Industry.

University of California, Santa Barbara

Operates "Resident Release Program" which houses and educates men and women offenders who are still technically incarcerated in various federal prisons located in California

COLORADO

Aims College, Greeley

College participates in adult diversion program for deferred prosecution cases in the state of Colorado. With the assistance of a counselor, the offender draws up a behavioral contract which is specifically designed to help him receive needed counseling, job placement and training or whatever is necessary to help redirect his life. In the case of an educational training experience agreement, Aims College is utilized to facilitate the agreement. If the client successfully completes the program by fulfilling his contract, the charges against him will be dropped and he can petition for expungement of his records.

Arapahoe Community College, Littleton

Arapahoe presently participates in Project NewGate at the Federal Youth Center in Englewood. Under this program the college has a contract to provide academic and occupational classes for inmates within the institution. Program also provides for a limited number of inmates to be enrolled on campus. Under the academic program, five courses are taught each quarter. Courses are sequenced so persons remaining in the program can complete most of the basic courses for earning an AA degree. College does not teach the occupational programs provided by the prison, but has reviewed them and gives inmates credit toward a degree on the recommendation of the instructors.

Community College of Denver, Denver

College participates as one of three demonstration colleges for the American Association of Community and Junior Colleges' program for probated first time convicted felons, which is supported by a grant from the Fund for the Improvement of Postsecondary Education, H.E.W. The full services of the college are offered to referrals. College programs are individualized for each offender. Program possibilities include academic, occupational, career inventory, General Education Development, and college preparatory. Through the student services office a full range of offender assistance is offered; these services include financial aid, veterans benefits, work-study, job placement, tutoring, and counseling. To further aid participants, project staff are responsible for identifying and releasing support from community human assistance offices such as CETA, vocational rehabilitation, Economic Opportunities, Salvation Army, Red Cross, and Catholic Charities. Referrals are made to the program by local probation officers. Coordination among the sites is provided by AACJC. Local evaluators are attached to each site.

Loretto Heights College, Denver

The college is involved in the Teacher Corps/Corrections Project through the University Without Walls. The UWW was established in 1971 by the Union for Experimenting Colleges and Universities, a consortium of 33 institutions. The UWW is built upon learner self-direction and recognition of previous learning experiences. It makes use of facilitator/learners and self-designed curriculum. In 1973 the Union for Experimenting Colleges submitted a proposal to the Teacher Corps to utilize the UWW model to prepare teachers from inmate populations. The goals of the program at Loretto Heights were to "...permit the inmate-students to achieve a B.A. or M.A. degree, using the UWW model of individualized, self-designed curriculum, which incorporates a variety of learning resources, with an emphasis on experiential field-based learning and competency-based evaluation"; to "...enable each student to function as a learning facilitator for others in the corrections systems, helping to define the competencies necessary for effectiveness within corrections; and for some students to achieve teacher certifications." In 1974, 17 interns took part in the project, including inmates, ex-offenders and some corrections staff. Other colleges and universities participating in the UWW/Teachers' Corps program include the University of Minnesota, Minneapolis; Morgan State College, Baltimore, Maryland; Roger Williams College, Providence, Rhode Island.

Metropolitan State College, Denver

College operates an "Open Door" program which offers specialized counseling to ex-offenders, probationers and parolees. The program provides academic assistance and counseling, help with budgeting and financial assistance for those who qualify. Open Door also offers extensive community referral services.

University of Southern Colorado, Pueblo

Academic, vocational and technical credit courses at the State Penitentiary of Colorado. Program is coeducational.

CONNECTICUT

Asnuntuck Community College, Enfield

College offers two-year Associate degree programs to inmates at Somers Correctional Institution and the Enfield Correctional Institution. In addition, there is an education-release program operated in concert with Enfield Correctional Institution. Other programs are offered to various short-term incarceration institutions in central and northern Connecticut. During 1974-75 academic year, the program involved 365 men. Plans for the 1975-76 academic year call for expansion of the program. Asnuntuck programs are designed to be offered in a variety of ways; within the prison itself, education-release programs, independent study courses for small groups and individuals, seminars and workshops.

Housatonic Community College, Bridgeport

Offers credit courses at Community Correctional Center (one or two each semester). College also cooperates in study-release program.

Mattatuck Community College, Waterbury

College credit courses at Danbury Federal Correctional Institution. Some students enrolled in study-release program on campus.

Mohegan Community College, Norwich

College is involved in assisting offenders from Niantic Correctional Center for Women and Montville Correctional Center for Men. Four different programs are

offered: 1) education release; 2) classes inside the prison (at least two courses a year); 3) credit courses offered through Educational TV; 4) independent study courses for students unable to obtain educational release.

Quinnipiac College, Hamden

College offers 30 hours of course work per academic year at Connecticut Correctional Institute at Cheshire. Courses run for 7 weeks during fall and spring semesters.

South Central Community College, New Haven

College credit courses offered to inmates in short-term correctional facilities. TV and independent study are also utilized. During 1975-76 academic year they project a total of 60 students being enrolled.

University of New Haven, New Haven

Career education course work is offered on a regular basis at the Connecticut Correctional Institution, Cheshire.

According to a letter dated July 29, 1975, from Robert P. Suerken, Assistant Superintendent of Schools, State of Connecticut Dept. of Corrections, "Since 1972 the Dept. of Corrections School District has had a renewable annual agreement with the Board of Trustees for the Community Colleges. Under this agreement we have been able to effectively provide postsecondary education by utilizing the area community colleges in concert with their respective correctional institutions in similar geographic areas."

DELAWARE

Delaware Technical and Community College and University of Delaware, Newark

Education-release program on campus for Delaware Educational Correctional Center at Smyrna.

Delaware State College, Dover

Students with backgrounds or majors in the social sciences provide weekly "peer" counseling - vocational and educational - to youthful offenders incarcerated at Delaware Correctional Center.

DISTRICT OF COLUMBIA

Federal City College, Washington, D.C.

The Lorton Project, operated by the School of Continuing Education, has been in existence since 1969. The Project serves the inmates of the Lorton Correctional Complex and includes the following components: a complete freshman year curriculum at the Complex, a busing phase that enables the men who have successfully completed their freshman year to go to the campus daily for continued studies, career and academic counseling for all participants in the project, opportunities for the inmates to participate in community service programs, and an internship co-sponsored by HEW which advances the inmate toward professional level positions as he progresses through the academic portion of the program and makes him eligible for professional level positions upon graduation.

FLORIDA

Brevard Community College, Cocoa

The college works with a local Community Correction Center which provides work-release and education-release experiences for inmates on the last year of sentence prior to release. The College provides educational and vocational counseling to the 53 residents of the center; tuition waivers for residents who attend either part- or full-time at the college; tutoring of students partially through U.S.O.E. Special Services grant; assistance in developing proper study habits; supportive counseling to assist residents to maintain a high level of motivation. College anticipates providing a considerable range of educational services at a medium security prison which will open in the area in January 1976.

Central Florida Community College, Ocala

College credit courses at Florida Correctional Institution at Lowell in which half the enrollees are women. College has provided several full-time instructors who work exclusively at the correctional institution.

Florida Junior College at Jacksonville, Jacksonville

College participates as one of three demonstration colleges for the American Association of Community and Junior Colleges' program for probated first time convicted felons, which is supported by a grant from the Fund for the Improvement of Postsecondary Education, H.E.W. The full services of the college are offered to referrals. College programs are individualized for each offender. Program possibilities include academic, occupational career inventory, General Education Development, and college preparatory. Through the student services office a full range of offender assistance is offered; these services include financial aid, veterans benefits, work-study, job placement, tutoring, and counseling. To further aid participants, project staff are responsible for identifying and releasing support from community human assistance offices such as CETA, vocational rehabilitation, Economic Opportunities, Salvation Army, Red Cross, and Catholic Charities. Referrals are made to the program by local probation officers. Coordination among the sites is provided by AACJC. Local evaluators are attached to each site.

In addition, the college offers vocational courses, GED, ABE, high school review and some general courses such as psychology and sociology at the Jacksonville Community Correctional Center, the Jacksonville City Prison Farm, Walnut House (a parolee's residence), the Youth Detention Center and the Jacksonville City Jail. Also, the college has granted fee waivers for college level courses for residents of Probationer's Residence, Probationer's Residence for Women, Walnut House and Bold City Residence.

Lake City Community College, Lake City

AA and AS degree programs at Union Correctional Institution; AA degree programs at Florida State Prison, the Reception and Medical Center for the Division of Corrections, Cross City Correctional Institution. Industrial programs are offered at Florida State Prison and Union Correctional Institution. Study-release program is operated at Lake City Community Correctional Center.

Lake-Sumter Community College, Leesburg

College credit courses taught within the prison facility.

Miami-Dade Community College, Miami

College operates Comprehensive Program of Rehabilitative Education for inmates of the Dade County jail system. Compensatory and higher education are offered to approximately 200 pre-sentenced and sentenced inmates. Program's 1975 objectives include the operation of 20 credit and noncredit classes at Dade County Jail; 5 credit and nocredit classes for 40 inmates at Women's Annex and 5 credit and nocredit classes for 40 inmates at the Dade County Stockade, each semester.

Okaloosa-Walton Junior College, Niceville

College offers ABE, high school review and college credit courses to inmates of Eglin Federal Prison Camp. On-campus vocational training and college credit courses are also offered to inmates.

Palm Beach Junior College, Lake Worth

College credit courses leading to AA or AS degrees at Glades Correctional Institute. College enrolls both full- and part-time students from the Vocational Rehabilitation facility at the Holley Hospital in Lantana on a study-release program.

Seminole Community College, Sanford

Two classes at the Seminole County Jail; one is "Value Clarification and Goal Setting" and the second is the ABE.

South Florida Junior College, Avon Park

College credit academic courses, vocational training programs, ABE and on-campus educational release for two correctional institutions within the community college district. SFJC waives tuition fees unless covered under state funds or inmate is eligible for veterans educational benefits.

Tallahassee Community College, Tallahassee

College credit courses taught within the prison facility. On-campus study-release programs for several inmates.

University of South Florida, Tampa

University operates a unique "Recipient/Participant Program" for diverted first time offenders, probationers and inmates on study-release. Students receive individual and/or group psychotherapy "designed to promote personal growth and facilitate successful academic adjustment." Upon satisfactory progress and recommendation, student is eligible to enter "participant" phase and become a paraprofessional. "This phase focuses on the acquisition of skills and experience necessary to function in the delivery of supervised services to other student-clients." Apart from the above described program, the university also provides a full-time instructor in vocational education who serves the Florida Dept. of Offender Rehabilitation staff. He conducts credit courses for vocational instructors in order to help them upgrade their skills.

Valencia Community College, Orlando

Credit courses offered at County Prison farm; counseling, TV courses.

GEORGIA

DeKalb Community College, Clarkston

Associate Degree in Liberal Arts or Business Administration program operated at the U.S. Penitentiary in Atlanta. In the winter quarter of 1974, 78 students were enrolled. First commencement was held in 1974 when 20 students received degrees.

Mercer University in Atlanta, Atlanta

College courses inside Stone Mountain Correctional Institution. In 1975, 22 students at the U.S. Penitentiary in Atlanta were enrolled as juniors and seniors at the university.

Mercer University, Macon

College courses inside the Georgia Rehabilitation Center for Women in Hardwick. Program serves about 20 women. Seven women enrolled in 1975 as full-time students on campus, to which they are bussed. By fall quarter 1975, they are expected to be living in a house two or three minutes walk from campus.

These two colleges are participating in a consortium of five institutions of higher education in the state of Georgia whose purpose is to provide a college program in every state prison in Georgia where such programs might be feasible. Consortium includes Mercer University in Atlanta and Mercer in Macon, Brewton-Parker College, Mt. Vernon, Truett McConnell College, Cleveland, Georgia, and the Georgia Department of Corrections, Offender Rehabilitation.

HAWAII

University of Hawaii

Hoomana School is an integral unit of the University of Hawaii Community Colleges inside Hawaii State Prison, and is administered by the Chancellor for Community Colleges. High school courses, vocational and independent study community college courses are taught. In September 1975 a pilot program began which will transmit classes by television from Honolulu Community College to the prison.

ILLINOIS

City Colleges of Chicago, Chicago

TV college in conjunction with Wright College offers lower division academic courses for credit via television. This program which includes TV viewing, correspondence instruction, and on-site visits by instructors, is in operation at state penal institutions at Stateville, Joliet, Pontiac and Dwight.

John A. Logan College, Carterville

The college offers a two-year Associate Arts and Science degree program and two technical certificate programs in automotive mechanics and welding at the Federal Prison in Marion. Some students from the Federal Honor Camp attend credit and non-credit classes on campus during the evening hours.

Joliet Junior College, Joliet

College provides instruction at Stateville, Joliet, Dwight and Pontiac correctional institutions. Various career programs are offered, ranging from automotive services to accounting and data processing. New programs planned for 1976 include horticulture, welding and industrial electricity. College is planning pre-vocational course which will run 4-6 weeks and will give students information about career areas.

Lake Land College, Mattoon

Career and BA program conducted in State Prison at Vandalia. College works with Youth Services Bureau in a diversion program to provide classes, work experience, and tutoring for teenagers. College has developed, but not yet implemented, a program titled "Community Resources Specialist" to bring personnel in the criminal justice system in 15 counties together to discuss and develop action plans to divert persons from the criminal justice system.

Lewis University, Lockport

BA degree program at Stateville Correctional Center. College courses offered at Pontiac Correctional Center as capstone for TV College as well as being full four year programs. College enrolls students on work- and study-release. The University Special Program Center offers Personal Development Program in 60 institutions for women and Guides for Better Living program in 150 institutions for men.

Northern Illinois University, DeKalb

Upper division college credit courses at Stateville Prison and Sheridan Correctional Center.

Shawnee Community College, Ullin

The college operates a degree granting program at the Vienna Correctional Center. The prison was constructed in 1971, at a time when the college needed to expand. The prison agreed to allow the college to use its facilities if in return the college would leave space in each class for inmate-students. The program now enrolls approximately 400 students, of which half are inmates and half are students who come from the outside. More than 100 vocational courses are offered during the day and 20 vocational and 25 academic classes during the evening hours. The program is coeducational. Classes are also open to corrections staff. Job placement is an integral part of the program. A unique benefit of the program is the ambulance service which grew out of the emergency medical technician program which the college conducted. Residents of the correctional center who have graduated from the medical program staff the ambulance.

Southern Illinois University at Carbondale, Carbondale

The Division of Continuing Education operates a four-year degree program in University Studies at the Federal Penitentiary at Marion, Menard Correctional Center and the Vienna Correctional Center.

Waubensee Community College, Sugar Grove

College offers individualized instruction in automotive mechanics, clerical office training and keypunch operator training on campus to offenders. College also works with the Illinois Dept. of Corrections to offer programs for inmates and probationers on campus.

The Illinois Department of Corrections has established School District #428 to provide educational opportunities for inmates of the Illinois correctional system in order to meet the provisions of the Illinois State Constitution of 1970 which states that, "...a fundamental goal of the people of the state is the educational development of all people to the limits of their capacities." The School District has contracted with several community colleges and universities in the state to provide educational services ranging from basic education courses to college credit courses, to some 3,600 residents in nine correctional centers. Participating colleges and universities, in addition to those whose programs are described above, include: Illinois Valley Community College which serves Sheridan Correctional Center, and Chicago State University, serving Stateville

Prison. During 1974, enrollment in college credit courses was 1,708 inmates, of which more than 70 were awarded AA degrees. An additional 1,507 inmates participated in vocational programs, of which 251 were awarded completion certificates, AAS degrees or licenses. The School District plans to expand community college programs (currently more than 300 courses are offered) in correctional centers which presently offer limited postsecondary programming. According to the 1974 Annual Report of the Dept. of Corrections School District #428, "Community colleges will increase the number of vocational programs by the addition of new occupational studies and by taking over existing noncredit in-house programs."

INDIANA

Vincennes University Junior College, Vincennes

College offers a program leading to the AA or AS degrees to inmates at the U.S. Penitentiary at Terre Haute. Most students receive VA tuition benefits; some receive BEOG grants, a few pay their own tuition. Some men on parole have continued classes at the main campus, but the university presently provides no formalized "after-care" program.

IOWA

Iowa Central Community College, Ft. Dodge

Program at Women's Reformatory, Rockwell City. ABE, GED and business courses are offered. Inmates may also enroll for on-campus program of study release.

Kirkwood Community College, Cedar Rapids

The college offers academic and vocational programs at the Men's Reformatory at Anamosa. A study-release program is operated with a halfway house in Cedar Rapids.

Southeastern Community College, West Burlington

College credit academic and vocational programs at Iowa State Penitentiary at Ft. Madison.

KANSAS

Highland Community Junior College, Highland

AA and AS degree programs at the U.S. Penitentiary at Leavenworth and the U.S. Disciplinary Barracks at Fort Leavenworth. Vocational Education program and GED Test Center at the Disciplinary Barracks. Academic counseling is also offered.

Hutchinson Community Junior College, Hutchinson

GED and vocational courses are offered to the inmates within a local institution. Some inmates on study-release. Periodically a group is taken to the campus to take advantage of a laboratory.

Kansas City Kansas Community Junior College, Kansas City

Educational programs at Kansas State Prison (approximately 10 courses each semester) leading to the AA degree. ABE and GED and limited vocational courses are also offered.

Penn Valley Community College, Kansas City

College operates Project START, a three-pronged program of counseling, academic training and job placement for ex-offenders. Program operates with volunteers. Goal is to train ex-offenders for jobs in data processing and related fields.

University of Kansas, Lawrence

Upper division extension courses at the U.S. Penitentiary at Leavenworth.

KENTUCKY

Eastern Kentucky University, Richmond

University offers, through its extended campus concept, lower-division courses applicable to a two or four year degree to inmates and staff at the Federal Correctional Institute at Lexington. Courses offered include sociology, English composition, and general studies.

Murray State University, Murray

College offers an Associate degree in general studies at the Kentucky State Penitentiary at Eddyville. The program began in the fall of 1975.

University of Kentucky, Lexington

Lower division courses offered through NewGate program at Federal Correctional Youth Center in Ashland. University also offers lower division courses through state funded program at the Pee-wee Valley State Women's Correctional Institution.

Western Kentucky University, Bowling Green

College credit extension program operated at La Grange Reformatory and at the Blackburn Correctional Complex in Lexington.

LOUISIANA

Delgado Junior College, New Orleans

Several credit and noncredit courses offered to the inmates of the Parish Prison.

Louisiana State University, Baton Rouge

Courses in engineering graphics, computer programming, and surveying on a regular basis at state penitentiaries at Angola (men) and St. Gabriel (women).

MAINE

University of Maine at Augusta, Portland-Gorham and Orono

Offer college credit academic program and counseling services at Maine State Prison in Thomaston. All three campuses have students on study release.

MARYLAND

Community College of Baltimore, Baltimore

College offers independent home study courses to inmates within several institutions in Maryland. Also offers TV classes to those inmates with access to TV and radios. Limited number of inmates attend classes on study release.

Essex Community College, Baltimore County

College program at the Men's House of Corrections at Jessup, initiated in late 1974. Four courses are offered. Financial aid is provided. Essex Community College Library, which is entirely computerized, is available to inmate-students via printout. College is committed to providing opportunity to earn AA degree within six semesters for students who are already enrolled and hopes to increase enrollment to 60 students per semester.

University of Maryland, College Park

Limited lower division courses for inmates of Maryland Penitentiary at Baltimore. Inmates pay no tuition, but must meet regular university admissions requirements.

MASSACHUSETTS

Bunker Hill Community College, Charlestown

College offers courses at Massachusetts Correctional Institute at Concord and Boston State Rehabilitation Unit. At the Suffolk County House of Correction the college offers GED, ABE, life skills courses, vocational training and pre-college courses. College also has inmates on study-release.

University of Massachusetts/Amherst

The university operates The Model Education Program, a complete degree-granting program at the Berkshire County House of Corrections (jail) in Pittsfield, Mass. The program includes inmates and corrections staff in an effort to "...break down the traditional barriers that exist between inmates and officers." University graduate students participate in the program, in some cases taking courses offered at the facility. The university has a practicum which offers a full semester of academic credit to university undergraduate students in the field of corrections who voluntarily submit to 90 days of incarceration while participating in the program. Since September, 1973, the program has enrolled 21 students (inmates and correctional officers) in the University Without Walls program at the university. Two students have graduated and are now attending American International College in the Criminal Justice Masters Program. The Model Education Program also has a vocational education component which brings community members into the prison to work with inmates.

Since its inception, the program has developed a significant number of new programs which involve activities outside of the House of Corrections as well as within the walls. These include the Concord Training Program which has developed a training curriculum for personnel to work in community based correctional facilities; the Berkshire/Belchertown Volunteer Program in which inmates and correctional staff travel 120 miles round trip each day to Belchertown State School for the Retarded where they work in a variety of roles, providing them with an opportunity to combine job training with public service. The Model Education Program also has an ABE component and a drug counseling program.

University of Massachusetts/Boston

University, through the Department of Corrections, offers noncredit precollege and college credit courses at Norfolk and Walpole Correctional Institutions. The program is a continuum designed to carry eligible inmate students from the prisons to community treatment centers, from which they commute to college campuses to continue their programs. The program is a response to state legislation encouraging such

arrangements. In the outside phase of the program, students may matriculate at the university or at other local colleges and universities providing programs suited to student career goals. The program was begun in the spring of 1973. Only introductory courses are offered inside the prisons.

MICHIGAN

Delta College, University Center

College, in a consortium with the public schools and in cooperation with the Saginaw county administration and the sheriff's department, offers a varied program to inmates of the Saginaw County Jail. Educational programs include: ABE, High School completion college credit courses in academic areas, and community service and recreation programs. Community service and recreation offerings include: job readiness training, physical fitness, art, programs for women, and health technology. More than 250 inmates enrolled in the first academic year in SCIRP (Saginaw County Inmate Rehabilitation Program). The program is three years old; funding is from the state criminal justice planning agency with local matching support.

Jackson Community College, Jackson

JCC's Prison Education Program ("North Campus") with an enrollment of close to 1,000 inmates, is one of the largest in the country. Inside the State Prison of Southern Michigan JCC conducts 64 academic classes plus apprenticeships, journalism, and health aide training. The trusty division has 32 academic classes, and Camp Waterlook a minimum security facility, has academic classes and a dental technician program; 125 inmates participate in the vocational and technical program, attending classes on campus at JCC between 10:00 p.m. and 2:00 a.m. A new pre-release program called "parole school" conducted at the Michigan Parole Camp involves 40 hours of instruction in such areas as how to get and keep a job, buy a car, deal with family problems, etc. The academic work leads to AA degrees. As an extension of the prison program, regular on-campus classes are offered to individuals who are placed on probation with the Citizens Probation Authority, a community organization.

Montcalm Community College, Sidney

Project COPE (College Opportunity-Prison Extensions) provides inside two nearby prisons nearly all the academic courses available to Montcalm students in addition to vocational and technical offerings in business, electricity and electronics, and drafting. A full-time COPE placement counselor assists AA graduates as they continue their work at four year colleges upon release from prison. Inmate-students made up approximately one fourth of the college's 700 FTE enrollment and one fourth of the prisons' population are involved in college work.

Washtenaw Community College, Ann Arbor

College offers academic and occupational programs at the U.S. Correctional Institution in Milan. These courses lead to the Associate degrees in business and technical areas. Currently has more than 100 students enrolled at the institution, and a large group in study-release at the campus. In addition, the college offers classes at Cassidy Lake Training Center and Camp Brighton. Classes range from auto mechanics, food service occupational programs, and academic classes in communications, math and other general students courses.

MINNESOTA

*Antioch-Minneapolis Community, Minneapolis (this is a field center of Ohio's Antioch College at Yellow Springs)

Antioch conducts courses at Stillwater Prison, the St. Cloud Reformatory and the Women's Correctional Institution at Shakopee. Usually two courses are offered each quarter at St. Cloud and Stillwater and one course each quarter at Shakopee. Credit is awarded to students completing course requirements.

Augsburg College, Minneapolis

The college operates the Conservation of Human Resources program which offers classes in various public and private institutions including Minnesota correctional institutions. Each class is a co-learning effort in which an equal number of inmates, staff and/or community people, as well as college students, participate. Courses include American studies, English, history, etc. They change from term to term and are generally determined with the help of the populations involved. The college is also participating in the Center for Education for Non-Traditional Students (CENTS), sponsored by the Higher Education Consortium for Urban Affairs, Inc. CENTS, newly funded by the Bremer Foundation, will be housed for its first year at Augsburg. It is a brokerage service directed at ex-offenders, the severely physically disabled, persons in chemical dependency programs and newly released from mental institutions. The Center will provide counseling in educational planning, provide liaison with the five colleges participating in the consortium, provide financial aid and provide special assistance with transportation, and physical care as needed. The consortium includes Augustana College, College of St. Catherine, College of St. Thomas, Hamline University, St. Olaf College, Macalaster College and the University of Minnesota.

*Bemidji State College, Bemidji

Northwest Regional Training Center is located on the Bemidji campus and is set up as an academic and counseling program for adjudicated delinquents from a 14 county area. Project is administered through the Bemidji School District and has a capacity of 16 students on campus at a given time. Three satellite homes are also part of the project.

Macalester College, St. Paul.

Noncredit creative writing courses at Shakopee Correctional Institute for Women taught by faculty volunteers.

*Minnesota Metropolitan State College, Twin Cities

College offers upper division courses to inmates at Stillwater Prison and Women's Correctional Institution at Shakopee. Education is conducted on a personal basis without structured classes. To date, six inmates have been accepted into the program since its inception in 1973 and two have recently graduated. Students pay no tuition or books fee. These were taken care of by a grant from the MNNSC Foundation.

St. Cloud State College, St. Cloud

College faculty teach classes through the University of Minnesota's NewGate program at the St. Cloud Reformatory. Some inmates are permitted to leave the prison to attend on-campus classes during the day. St. Cloud also assists the prison in recruiting undergraduate student volunteers from the College of Education among others to teach inmates within the prison.

*University of Minnesota, Duluth

The Department of American Indian Studies conducts an Indian history course at Sandstone Federal Prison on a regular basis. A tutoring program for the 40 or so Indian inmates at Sandstone is also conducted to help prepare them for the high school GED test.

University of Minnesota, Minneapolis

Project NewGate, sponsored by the university, conducts lower division academic courses at St. Cloud Reformatory and the Minnesota Metropolitan Training Center. NewGate also operates a fraternity house on campus where ex-offenders live while attending the university. Peer-group support sessions are conducted both within the institution and on campus. The General College operates an on-campus program for ex-offenders under the Consolidated HELP Center. The program counsels students and provides some financial aid. Faculty members of the American Indian Studies Department have also conducted a non-credit American Indian Language seminar at Stillwater Prison from time to time.

*Descriptions of these programs are abstracted from the Inventory of Inmate Education Programs by Minnesota Institutions of Higher Learning, by Dr. Edward J. Drury, Center for Urban and Regional Affairs, University of Minnesota, Twin Cities, June, 1975, with the permission of Dr. Drury.

MISSISSIPPI

The author was informed by Michael Corbin, Director of the Parchman Vocational School within the Mississippi State Penitentiary, in a letter dated July 28, 1975: "...no outside institutions of higher learning in Mississippi offer any programs of study for inmates of the Mississippi State Penitentiary."

MISSOURI

Lincoln University of Missouri, Jefferson City

Faculty participate in the University of Missouri-Rolla's NewGate program.

Missouri Western State College, Saint Joseph

College offers courses leading to both the AA and BA degrees within the U.S. Federal Penitentiary at Leavenworth. In spring 1975, the college graduated four persons from Leavenworth with the BA degree.

Moberly Area Junior College, Moberly

Two-year academic programs inside Missouri Training Center for Men. Co-operates with University of Missouri-Rolla to provide two-year degree for main penitentiary at Jefferson City. Graduates receive placement in study-release program at Lincoln or receive educational parole.

University of Missouri-Columbia, Columbia

Faculty participate in the University of Missouri-Rolla's NewGate program.

University of Missouri-Rolla, Rolla

NewGate program involves higher education programs at Missouri State Penitentiary at Jefferson City, Missouri Training Center for Men at Moberly, the Algoa Men's Reformatory at Jefferson City, and the Women's Prison at Tipton. Two to six courses are offered at each institution. Some inmates also participate in an educational release program on campus.

MONTANA

University of Montana, Missoula

Effective fall 1975, the university will offer an AA degree program to inmates of the Montana State Prison. In addition, the university is developing guidelines for a study-release program.

NEBRASKA

Nebraska Wesleyan University, Lincoln

College credit courses leading to AA degree at the Reformatory at Lincoln and the State Penitentiary at Lincoln.

York Junior College, York

College credit courses at the Reformatory for Women at York. Some inmates also participate in study-release program on campus.

NEVADA

Western Nevada Community College, Carson City

College courses at the Nevada State Medium Security Prison.

NEW JERSEY

Brookdale Community College, Lincroft

Courses offered at Marlboro Psychiatric Hospital camp where minimum security inmates are housed. Also, inmates are bussed to the main campus and attend regular classes.

Burlington County College, Pemberton

Program of college courses at Bordentown Youth Correctional Institute. Study-release program from New Sison, a satellite of Bordentown.

Camden County College, Blackwood

College offers a vocational training program for inmates of the Camden County Jail. Beginning November 1975, the college will operate PREP (Prisoner Education Program) providing accredited courses of study in ABE and GED programs at the Jail. This program will accomodate 54 inmates.

Cumberland County College, Vineland

College courses offered at the Leesburg State Prison.

Glassboro State College, Glassboro

College credit courses at Leesburg State Prison. These are attended primarily by inmates but staff and civilians from outside the prison also attend in limited numbers. A number of former inmates are on the campus continuing their education and several inmates are enrolled in a study-release program.

Mercer County Community College, Trenton

Prison Education Network offers AA degree programs in community services, business administration and liberal arts in Rahway, Trenton and Yardville institutions. Data Processing Certificates and paraprofessional training are also offered at Yardville. Academic and post-release counseling is provided to the 250-300 inmates enrolled each semester. Some inmates also attend classes on the campus.

Rutgers University, New Brunswick

Various faculty members offer courses and counseling at Rahway State Prison, Trenton State Prison and several juvenile facilities. The main thrust of Rutgers' effort, however, has been to develop a significant bridge program. Members of faculty and staff meet with inmates to assist in career development and also to develop a program of assistance for the new parolee. An educational program is devised for the individual; financial aid is arranged; some jobs at the university rotate so that they can be kept available for parolees; and support services are provided through meetings, counseling and peer group interaction.

Somerset County College, Somerville

College operates a program at the Annandale Youth Correctional Institution for Men and at the Clinton State Farms for women. Courses offered on an eight-week modular schedule. Inmates of each institution are transported to the other so that classes are coeducational. The courses are open to correctional staff and community residents as well as to inmates. In the 1974-75 academic year the program enrolled 142 men and 104 women. Nine students were on study release at the college in 1974-75. In 1975-76, the college will operate a pilot study-work-release program under the Cooperative Education program of the college.

NEW MEXICO

Eastern New Mexico University, Portales

University operates project NewGate within the New Mexico State Penitentiary. Includes postsecondary education and counseling both in and out of the institution and additional follow up support services in the post-release period. Project NewGate is coeducational.

NEW YORK

Broome Community College, Binghamton

Inmate education at Broome County Jail; free "mini-courses", i.e., Intro. to Philosophy, Intro. to Surveying, in an effort to acquaint inmates with "what takes place at the community college."

Cayuga County Community College, Auburn

The college began offering college credit courses at Auburn Correctional Facility in the fall of 1972. Two courses were offered and these were taught on a volunteer basis. Over the years since that time the college has increased its course

offerings until by fall 1974, 10 courses were being offered. These included industrial psychology, history, introduction to sociology. Each teacher from the college is assisted by a Cornell University graduate student. Each course has had an enrollment of approximately 25 inmate-students.

Clinton Community College, Plattsburgh

College offers full degree programs in the humanities and social sciences, business administration, and business management to the inmates of the Clinton Correctional Facility. General study skills (developmental) programs are offered in math, reading and writing. As an extension of the program offerings, the college cooperates in a study-release program for eligible inmates.

Corning Community College, Corning

College operates a full college program inside the Elmira Correctional Facility. Program began in the fall 1974 and in addition to offering courses leading to the AS degree in general studies, courses are offered which will satisfy programs for any degree that the student may wish to transfer into. In the fall of 1975, the program had two new classes of 35 and 37 students respectively, and continued the two previous classes combined of 25 men. In addition, the college has a study-release program which had 17 men enrolled in the fall of 1975. The first student graduated from this program in June 1975, won a Ford Foundation scholarship and is continuing his education at Cornell University.

Dutchess Community College, Poughkeepsie

College offers two programs leading to AA (transfer) degree and AAS degree in business administration at Greenhaven Correctional Facility. To date the program has graduated 18 students.

Fiorello H. LaGuardia Community College, The City University of New York, Long Island

College operates an educational release program for inmates of state prisons and an adult learning center for inmates at the Queens House of Detention for Men. Under the state of New York's Educational Release program, the college is committed to accepting up to 40 students a year from the state correctional system. The Dept. of Corrections pays all college fees and provides a small allowance for clothing, transportation and food. The college assists students in obtaining financial aid and part-time employment. The adult learning center program at the Queens House of Detention is an experimental program begun in fall 1975. The program offers inmates full-time educational service from basic literacy through college credit courses. Inmates who enroll also receive vocational counseling and assistance in finding employment by a full-time placement counselor. The program utilizes inmates as tutors. According to the college: "A major innovation of the program is the involvement of correctional officers and administrators in the program. The program intends to use interested correctional officers to teach, tutor and assist men who are taking courses." In addition to the college courses, there will be an Empire State University Learning facility at the detention center. Men who have taken college courses and who have life-work experiences will be given an opportunity to enter the State University of New York through a special arrangement with the Urban Learning Center of New York City. These men will be given a pre-planned contractual college program which will follow them to other facilities. Records will be coordinated with Empire State Learning Centers throughout the state complex.

Genessee Community College, Batavia

In the spring of 1973, the college began offering full-time degree programs at the Attica Correctional Facility. The college now offers more than 30 courses per semester to 200 inmates enrolled as full-time students in programs leading to degrees. The college administration has trained three inmates to serve as a mini-college administrative staff at the prison. Each of these inmates has received in-service training and they have gained a significant vocational and professional skill. Where possible the college has used qualified instructors from the prison education department to teach in the college program. The college also runs a study-release program on campus for inmates and residents of the Albion Correctional Facility and the Iroquois Drug Rehabilitation Center.

Hostos Community College, Bronx

College co-sponsors with the New York State Department of Correctional Services, a study-release program which has a target goal of 60 enrollees. Program is the creation of Puente de Unidad Latino (Bridge of Latino Unity), an organization of Latin-background inmates from the Greenhaven Correctional Facility and the City University of New York, of which Hostos is a unit. Men in the study-release program are lodged at the Edgecombe Correctional Facility in Manhattan and commute to classes daily. A stipend of \$150.00 a year is given to each participant in the program to cover the cost of books, and \$175.00 a year is provided for clothing. Each inmate-student receives an allowance of \$2.70 a day for carfare, lunch, cigarettes and snacks. Virtually all of the participants are Spanish-speaking individuals.

John Jay College of Criminal Justice, The City University of New York, New York

College credit courses at Rikers Island Correctional Facility, offered in eight week sessions, include English and literature, communication skills, Spanish, speech, psychology, sociology, history, criminal law and corrections administration. Students released from the facility are admitted to the main campus. Program is coeducational and involves staff as well as inmates in classes.

Junior College of Albany, Albany

College operates credit course program at the Coxsackie Correctional Facility which enrolls 40-50 students per semester. Students take a half-time load. Full credit courses in English, psychology, sociology and theater are offered in evenings. Program also offers supportive services of diagnostic testing, academic and career counseling, transfer placement of parolees and remedial courses in writing and math.

Marist College, Poughkeepsie

College operates a program at the Greenhaven Correctional Facility. Begun in January 1973, with 45 inmates in 5 course sections, the program has been expanded in the 1975-76 academic year to enroll 93 inmates in 25 course sections. Courses are given for credit and include offerings in the behavioral and natural sciences and the humanities. The program is conceived as a "vestibule" program whereby inmates wishing to complete a degree begin their programs in the prison and are prepared for the transition to Marist or another college of their choice upon their release. Tutoring, counseling and financial support are available to inmate-students. Inmates approved for temporary release are transferred to the Fishkill facility and commute to the campus for classes.

New York City Community College, Brooklyn

The Division of Continuing Education has put together a package of programs of vocational training and basic skills improvement courses for the inmates of the Brooklyn House of Detention and for ex-offenders through Fort Greene. These include: Educational Consortium for Ex-Offenders, a private sector on-the-job training program which includes courses in math and English and serves 70 male and female ex-offenders; Institutional Food Service Program, offers 30 men in each of three three-month cycles courses in purchasing, food standards, sanitation, short order cookery and business math in preparation for entry-level positions in the food service industry; Basic Literacy Program with 150-200 inmates of the House of Detention enrolled; and Learning Center for Detainees and Ex-Offenders which provides basic skills courses for 90 men currently awaiting trial or sentencing at the House of Detention and for 200 men and women ex-offenders over the age of 17 at Fort Greene.

College also offers at Voorhees Campus noncredit certificate programs in color TV and radio repair and machine tool technology for probationers, parolees, ex-offenders and residents of New York State Dept. of Corrections pre-release centers. Program is complete vocational program which includes recruitment, skills training, counseling, job development, placement and follow-up services.

Skidmore College, Saratoga Springs

Skidmore has been operating a University Without Walls program at Great Meadow Correctional Facility in Comstock, New York since February 1974. The program initially offered college courses at the prison for 30 students, 20 of them inmates and the other 10 correctional officers or other employees of the prison. Courses included English composition, Issues in American Society and Education, beginning Spanish, Film as Literature, and Black History. By the fall of 1974 the enrollment of inmates had risen to 40. The number of employee students remained the same due to a limitation imposed by the Superintendent of the facility. During this second full term, the number of courses offered was doubled and several inmates were given educational paroles to special programs operating in New York City - where they lived in study-release centers and attended Manhattan Community College, which had agreed to accept in full the credits earned by the students while incarcerated at Great Meadow. In its second full year of operation in the fall of 1975, the program will offer 9 courses. The number of inmate-students has risen to 50. Additionally, there are 8 inmates who have transferred to other facilities and are continuing as UWW students, taking independent study courses and any college courses offered where they are now incarcerated. Five former inmates now attend Skidmore as UWW students.

State University College, New Paltz

College offers a wide range of lower division college courses including the sciences, humanities and arts, at three state correctional facilities. Independent studies are arranged for students who wish to continue their work at a more advanced level. Among other techniques, video tape is used. The college also provides counseling for financial aid.

Staten Island Community College, The City University of New York, New York

Selected liberal arts and career oriented programs offered to residents of Arthur Kill Rehabilitation Center and Cooper Community Based Centers. Courses offered at Sunnyside campus for ex-offenders. Program is coeducational.

Ulster County Community College, Stone Ridge

AA and AAS degree program operated at Eastern Correctional Facility at Napanoch. The college also has started a one-year drafting program leading to the awarding of a diploma. Several inmates attend classes at Ulster under study-release.

Westchester Community College, Valhalla

College credit courses offered women residents of Bedford Hills Correctional Facility, Ridge Hill Rehabilitation Center and Westchester County Penitentiary. Study-release program and guaranteed admissions are available. Financial aid assistance is available through the Educational Opportunities Program.

NORTH CAROLINA

Caldwell Community College and Technical Institute, Renoir

College operates ABE, GED, occupational training and social enrichment courses at the Wautaga and Caldwell County Correctional Subsidiaries. At Wautaga, a reception facility for western North Carolina, college offers a pre-job program, alcoholism and individual counseling for inmates who are awaiting assignment. At Caldwell the college offers in addition to the above a study-release program for selected inmates. Inmate-students are enrolled first as part-time students and after a trial period may enroll as full-time students on campus. College will offer sewing machine and small engine repair classes starting in October 1975, and hopes to implement curriculum programs in welding and auto mechanics in the near future.

Central Piedmont Community College, Charlotte

College participates as one of three demonstration colleges for the American Association of Community and Junior Colleges' program for probated first time convicted felons, which is supported by a grant from the Fund for the Improvement of Postsecondary Education, H.E.W. The full services of the college are offered to referrals. College programs are individualized for each offender. Program possibilities include academic, occupational career inventory, General Education Development, and college preparatory. Through the student services office a full range of offender assistance is offered; these services include financial aid, veterans benefits, work-study, job placement, tutoring, and counseling. To further aid participants, project staff are responsible for identifying and releasing support from community human assistance offices such as CETA, vocational rehabilitation, Economic Opportunities, Salvation Army, Red Cross, and Catholic Charities. Referrals are made to the program by local probation officers. Coordination among the sites is provided by AACJC. Local evaluators are attached to each site.

College of the Albemarle, Elizabeth City

Extension courses, both credit and noncredit, remedial and basic courses, offered periodically at local facility. College also has inmates on study-release.

Davidson County Community College, Lexington

College operates a program in cooperation with the local correctional units. ABE, GED and high school diploma courses are offered within the facilities. Special projects are undertaken at the facilities through the college's program for the handicapped and disadvantaged. A study-release program is available to eligible inmates.

Gaston College, Dallas

Gaston has inmates from the local youthful offenders' facility participating in credit degree programs. The college also has a full-time staff member at the local prison camp directing a GED program. In addition, this staff person creates and coordinates other educational activities for those inmates who have received their GED diplomas and for those inmates on a restricted status.

Lenoir Community College, Kinston

College offers educational programs at Maury Prison, a processing center with a limited number of inmates on a permanent basis. Program basically concerns itself with orientation to educational opportunities available in the units to which the inmates will be assigned after processing. In addition, the college operates a recreational therapy program designed to ease confinement.

Rockingham Community College, Wentworth

College offers ABE and GED classes inside the local prison facility. A number of noncredit continuing education courses are offered as the need arises.

Sandhills Community College, Southern Pines

College provides study-release opportunities for offenders from a nearby corrections center. In addition, Sandhills cooperates with another corrections unit for soon-to-be-released youthful offenders. A special program aimed at vocational evaluation, job development and placement, and follow-up is carried on at this center.

Southeastern Community College, Whiteville

College offers ABE, Adult High School program, GED, pre-vocational education and general education courses such as music, art, etc. at the local correctional unit. When a vocational education building, presently under construction, is completed the college will offer a variety of vocational education courses. Ultimate goal is to offer a course of instruction to each inmate at the correctional institution.

Surry Community College, Dobson

Surry sponsors vocational and ABE programs for inmates at the Dobson Correctional Facility. At present (fall 1975) two vocational curriculums are offered: automotive mechanics and light construction. For those students desiring additional course work, psychology, business, art, recreation and other college parallel courses are offered.

University of North Carolina, Chapel Hill

The university operates, through the Independent Study by Extension Division, correspondence courses for qualified indigent inmates. The program is funded by North Carolina foundations. At the Orange County Correctional Center the college runs independent study courses with on-site instruction and provides professional assistance to inmates with study-release plans to community colleges and universities in North Carolina. The university also runs an on-campus study-release program and graduate students do field work in corrections facilities in North Carolina.

Western Piedmont Community College, Morganton

Through the Continuing Education Division the college offers noncredit courses in ABE, arts and crafts, personality development to inmates of Western Correctional Center and the Burke Youth Center. The college has 40-50 students on study-release on the campus.

Wilkes Community College, Wilkesboro

ABE and course entitled Social Change and Evaluation of Drugs and Their Usage at local correction facility. College also has students on study-release.

OHIO

Lorain County Community College, Elyria

College offers courses to inmates at the Grafton Prison Farm.

Ohio NewGate: The Ohio State University - Marion Branch, Marion Technical College, Cuyahoga Community College, Cleveland, and the University of Akron, Akron.

Residents of the Ohio penal system who are interested in and qualified to participate in NewGate are transferred to Marion Correctional Institution, where they pursue college coursework provided by the Ohio State University - Marion Branch and the Marion Technical College. The program's first phase of two college quarters (six months) is conducted within the walls at MCI. Students who successfully complete this phase are transferred to a NewGate housing facility in Cleveland where they live and attend regular classes at Cuyahoga and the University of Akron during the program's second phase of two quarters. Counseling and tutorial aid is provided to each student throughout the duration of the program.

Ohio University, Extension Division, Athens

University offers supervised independent study programs in five Ohio penal institutions. Program is conducted by the regular faculty of the university and the credits earned are defined as resident credits so they can be applied to any degree offered by the university at the undergraduate level. Students work on an individual basis with the professor responsible for the course. Counselors visit the institutions periodically to meet with students. Credit earned in the program is generally transferable to other institutions.

Wilmington College, Wilmington

Limited number of college credit courses at Lebanon Correctional Institutions. In the summer of 1975, the college was negotiating with the institution for expansion of the program to include two-year Associate degree program.

OKLAHOMA

El Reno Junior College, El Reno

College conducts an academic transfer (general education) program at El Reno Federal Reformatory. A one-year management training program began in September 1975. The program will accommodate 60 full-time students and is designed to provide training in mid-management, marketing and merchandising, small business operations and industrial supervision. Supportive programs in counseling and communicative skills are to be conducted in conjunction with the latter.

Oscar Rose Junior College, Midwest City

In addition to participating in televised network as noted below, the college enrolls students on study-release.

South Oklahoma City Junior College, Oklahoma City

Offers programs for inmates on study-release from Oklahoma penal institutions. Special programs for career counseling purposes and learning skill building at pre-release centers. Provides general education courses at El Reno Federal Reformatory.

The Oklahoma State Regents for Higher Education operate a system of televised instruction as an integral part of the Oklahoma state system of higher education. All

Oklahoma penal institutions are tied into the Televised Instruction System. Participating colleges and universities are:

- The University of Oklahoma
- The University of Oklahoma Health Sciences Center
- Oklahoma State University
- The University of Tulsa
- Central State University
- Northeastern Oklahoma State University
- South Oklahoma City Junior College
- Western Oklahoma State College
- East Central Oklahoma State University
- Oscar Rose Junior College

OREGON

Blue Mountain Community College, Pendelton
ABE and GED programs in the county jail.

Chemeketa Community College, Salem
ABE, and AS and AA degree programs offered at Oregon State Prison; ABE and GED at Oregon Women's Correctional Center and Title I project in ABE-GED and high school completion courses at Oregon State Correctional Institution.

Oregon State University, Corvallis and the University of Oregon, Eugene
These two universities participate in a program which uses volunteer instruction to conduct college credit courses at state penal institutions.

Portland Community College, Portland
College operates ABE classes inside Multnomah County Corrections Institution for men and women, as well as classes in Washington County jails. College operates CETA program, educational release programs run in cooperation with state, local and juvenile corrections institutions, and a court alternative program for veterans, through Project RETURN.

PENNSYLVANIA

Lycoming College, Williamsport
Cooperative GED program at county prison. College credit courses offered at Federal Prison Camp Allenwood.

Northampton County Area Community College, Bethlehem
Trains groups of 8-10 inmates at 8 institutions to be parateachers in basic education, using Colony at Camp Hill as a training base. Parateachers are long-term prisoners, about 1/3 lifers, and receive 15 units of AA credit for training. Women parateachers are trained at the Women's Institution at Muncey. College also runs on-campus study-release program for inmates of the county jail, offers courses within that institution, operates a correspondence-independent study program of college level courses for all state prisons, and does some general counseling at Muncey.

Pennsylvania State University, University Park
The University operates project NewView, originally a NewGate project. NewView is now funded by Dept. of Education and controlled by the Dept. of Corrections. College

credit courses are offered to selected inmates at the Rockview Correctional Institution.

Williamsport Area Community College, Williamsport

Associate degree programs in computer science technology and dental laboratory technician and certificate program in food service management at Lewisburg Federal Penitentiary. Beginning in fall 1975, the college will make available to the Allenwood Prison Farm the Earth Science Building, located on property adjacent to Allenwood. Previously vacant in the evenings, the building will be staffed to offer college credit evening classes in English composition, accounting, small business management, introduction to sociology, general psychology and fundamentals of math. It is hoped that over a four or five year period courses will be provided in sequence so that individuals may be able to earn an Associate degree.

RHODE ISLAND

Roger Williams College, Providence

The college has been operating a unique autonomous higher education program within the Rhode Island penal institution for the past two years. Inmates, ex-offenders, and correctional officers have been actively participating in this program. Four students have received their BA degrees over the life of the program. The program staff has attempted to effect institutional change, providing individualized college level learning activities through which a select group of inmates and ex-offenders could work toward their BA and designing training programs in which these select students could intervene in both the rehabilitation and education process of fellow inmates through teaching and counseling practicums.

The correctional component of the project provided a structured outside group of ex-offenders who were participating in the program and who were paid to work with persons with similar problems to those peer inmates discussed above. When project staff discovered that these ex-offenders encountered so many problems upon their re-entry into society (problems the program was not structured to deal with) the decision was made to make the program's thrust for the next 18 months the inclusion of an additional component: the linkage of higher education, the re-entry of an individual into society and the relationships of the two to community service agencies. The re-entry model emphasizes a higher level of interaction and cooperation with community agencies which deal with ex-offenders; the aim is to provide supportive elements and necessary follow-up to coordinate the individual's transition from the institution to the street.

SOUTH CAROLINA

University of South Carolina, Columbia

Professors, instructors and graduate students volunteer to teach classes during the regular and summer terms in most freshman and sophomore courses. Courses are taught at Central Correctional Institution and the Women's Correctional Institution for full academic credit. From 1971-75, this program was funded as a pilot project by LEAA. As the Department of Corrections did not provide any continuation support after LEAA funds ended, faculty and university administrators created a volunteer teacher program to continue university courses instruction for men and women inmates. The university is encouraging prison administrators to provide study-release for men and women who have successfully completed courses in the University Behind Bars program.

SOUTH DAKOTA

Augustana College and Sioux Falls College, Sioux Falls

These colleges operate a college credit program under the Sioux Falls Continuing Education Center at the South Dakota State Penitentiary. The inmates pay part of their tuition through prison earnings.

TENNESSEE

State Technical Institute at Memphis, Memphis

College runs a study-release program funded by CETA which since September, 1974 has enrolled 33 students from the Shelby County Penal Farm. Students receive an initial \$135.00 for books and tuition and thereafter receive \$30.00 a week for lunches, clothing, and miscellaneous items.

TEXAS

East Texas State University at Texarkana, Texarkana

Undergraduate teacher education students serve as tutors to inmates involved in the education program conducted by the Federal Correctional Institution at Texarkana. Student-tutors generally spend four hours per week working within the institution. Undergraduate students involved in counseling and guidance studies participate in group sessions (3 hours per week) as part of a self-help program entitled "Council on Drug Abuse".

El Centro Community College, Dallas

The college runs a large program which offers 30 college courses for credit to inmates of the Dallas County Jail, with separate classes for corrections staff. Program is coeducational and during the 1974-75 academic year enrolled 556 inmates from the total jail population of 1,700. Courses, of a six week "fastrak" mode, cover academic, vocational, and developmental subject areas and include architecture, business, psychology, sociology and history. The program director points to the close cooperation of the Dallas County Jail personnel and the assistance of a local U.S. District Court judge in making the program a success. Program has been in operation since 1973 and is funded by a grant from the Texas Criminal Justice Council.

El Paso Community College, El Paso

The college offers vocational and agricultural courses at the Federal Penitentiary at La Tuna.

Houston Community College, Houston

College operates occupational education programs at City of Houston/Downtown Jail and Harris County Rehabilitation Center in Humble, Texas. ABE and GED classes are conducted at both locations.

Lee College, Baytown

College credit courses and 22 technical vocational programs in eight units for the Texas Department of Corrections.

Tarrant County Junior College, Fort Worth

Offers credit and noncredit courses at the Federal Correctional Institute at Fort Worth; participates in study-release program and in the Child Assistance program. The Child Assistance program is an innovative effort which utilizes inmates as tutors for the children of inmates who go to the prison during visiting hours. Tutors volunteering in the program take courses to qualify them for child development associate certificates. Members of the college staff serve on advisory committees at the Correctional Institute.

University of Texas at Arlington, Arlington

Several students on study-release programs from Federal Correctional Institutions in Fort Worth and Seagoville.

The College Program Branch of the Texas Department of Corrections has a program whereby it contracts with seven colleges and universities throughout the state to provide higher education programs to inmates of all Texas corrections facilities except the diagnostic center and pre-release centers. This program began in 1965. Interested inmate staffs and residents of the diagnostic center and pre-release centers are transported to the nearest prison for classes. Course offerings are developed jointly by the Department of Corrections and the colleges involved and all can lead to a degree. In spring of 1975 there were approximately 2,500 inmates enrolled in 137 academic and 19 vocational courses offered in 14 units of the Texas system. Colleges and universities directly affiliated with the program as of fall 1975 include:

Lee College Baytown
Alvin Junior College, Alvin
Henderson County Junior College, Athens
Brazosport Junior College, Lake Jackson
Sam Houston University, Huntsville
Stephen F. Austin University, Nagadoches
University of Houston at Clear Lake - Upper Division

Also, all seven of the affiliated colleges and universities as well as other colleges and universities located in major metropolitan areas of the state, cooperate in a Continuation and Parole Plan. Under the Plan, the participating institution of higher education appoints a resource person who coordinates the inmate's efforts to matriculate to that particular school upon release from an institution. The resource person helps the inmate with financial aid and job placement as well.

VIRGINIA

Danville Community College, Danville

College offers a course in human relations to the inmates and corrections officers at Virginia Correctional Unit #15.

J. Sargeant Reynolds Community College, Richmond

College offers five courses, including English composition, sociology, Spanish, developmental math and business law to inmates of the Virginia State Penitentiary.

John Tyler Community College, Chester

AS degree program in business management and certificate program in drafting at Petersburg Federal Reformatory. Program is unique in that it is sponsored by a state agency (Virginia Dept. of Vocational Rehabilitation) and educational services are provided by a state college but it operates at a federal prison.

Northern Virginia Community College, Annandale

Carpentry program and accelerated learning center (special education) offered at Virginia Correctional Unit #30.

Patrick Henry Community College, Martinsville

Vocational carpentry program offered to inmates of Virginia Correctional Unit #28.

Paul D. Camp Community College, Franklin

College offers English, U.S. history, remedial math, and blueprint reading on campus to 31 inmate-students of the Southampton Correctional Center. The college also has 10 students from Southampton on study-release.

University of Virginia, Charlottesville

The School of Continuing Education operates an "Outreach to Inmates" program at Powhatan Correctional Center and the Virginia State Penitentiary. At Powhatan basic criminal law is offered; at the State Penitentiary criminal law, creative writing and anthropology are offered. At the Virginia Correctional Center for Women a Life Styles and Personal Adjustments course is offered.

Virginia State College, Petersburg

College offers credit and noncredit courses to inmates of the Federal Penitentiary at Petersburg.

Wytheville Community College, Wytheville

Courses in environmental technology, food service management, business and industrial supervision and principles of management offered to inmates at the Blank Correctional Center.

WASHINGTON

Centralia College and Olympia Vocational Technical Institute, Centralia

Educational programs offered to residents of Garrett Hayns Education Center located at Washington Correctional Center, include GED, lower division courses leading to the community college Associate degree, a wide variety of occupational programs and remedial and basic education courses in reading, math and composition.

Edmonds Community College, Lynwood

College busses study-release inmates to campus. College operates innovative program which allows spouses visiting their inmate husbands to attend college-sponsored parent education courses and to take advantage of day care center after their visits are over.

Everett Community College, Everett

Part-time day and evening programs for Washington State Reformatory and at county jail. Also training release for Reformatory and Indian Ridge Camp.

Pacific Lutheran University, Tacoma

Program leading to BA degree at the McNeil Island Federal Penitentiary. Inmates may be admitted to program after they have completed 60 semesters of collegiate work. PLU offers four or five courses per semester leading to the BA in sociology. Program graduated five inmates in 1974 and four inmates in 1975.

Tacoma Community College, Tacoma

College operates a full academic program leading to Associate degree at McNeil Island Federal Penitentiary. Projected annual average headcount enrollment for 1974-75 is 600. College also offers one or two classes per quarter at Purdy Women's Treatment Center, which enroll approximately 10 students.

University of Washington, Seattle

Men and women on early release from state and federal prisons and a few individuals diverted to the project by the courts live in a dormitory when enrolled as students. Staff of the Resident Release Project, who are employees of the university, work with parole officers to provide counseling and the required supervision.

Walla Walla Community College, Walla Walla

College operates academic and vocational program at Washington State Penitentiary. The academic program leads to the AA degree which prepares students for University of Washington four year program.

Whatcom Community College and Western Washington State College, Bellingham

Colleges participate in Early Release Consortium Project. Project uses resources of these institutions to create an opportunity to allow 6-10 offenders to effect a smooth transition from prisoner status to relative freedom of movement in the community to be assumed upon parole. Offenders are housed at Western Washington State and attend classes there as well as at Whatcom.

WEST VIRGINIA

Bethany College, Bethany

College credit courses at West Virginia State Penitentiary at Moundsville. TV courses are now available to men in solitary confinement. In summer of 1975, the college was involved in the installation and subsequent operation of a Carrier Current Radio Station at the prison.

Davis and Elkins College, Elkins

College credit courses at Huttonsville Correctional Center. Center grants selected students study-release time for on-campus completion of degree requirements.

West Virginia University, Morgantown

College credit courses at Federal Kennedy Youth Center in Morgantown.

WISCONSIN

Nicolet College and Technical Institute, Rhinelander

Study-release program for inmates of Camp McNaughton; 25 inmates are currently participating. The college also offers some technical courses inside McNaughton.

University of Wisconsin, Green Bay

Large degree-granting program at the Green Bay Reformatory. Involves incarcerated inmates as well as inmates in a halfway house situation. Involves regular courses at the Reformatory and open educational courses taught through the University Without Walls program. First three inmate-students graduated in May, 1975.

University of Wisconsin, Oshkosh

Off-campus Rehabilitation Aides Program in which offenders take college credit courses at University of Wisconsin, Milwaukee taught by Oshkosh faculty. University hopes to have study release program in the near future.

University of Wisconsin, Stevens Point

On campus educational counseling and placement assistance for ex-offenders.

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